

July 6, 2008

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Hobe Sound, Florida 33455

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RECEIVED

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SCHOOL BOARD
OFFICE

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Re: Pinellas County Schools Superintendent Search

Dear Members of the Pinellas County School Board:

Please accept this letter and accompanying materials as an expression of my keen interest in serving as the Superintendent of the Pinellas County Schools.

I can offer to the Board a wide range of experience in educational leadership of large, complex organizations spanning the state, district, school, and higher education levels.

My state, district, and school leadership experience is diverse. My field experience has included serving as the State Superintendent of Education for two, large states, (Illinois and Michigan); serving as State Deputy Superintendent for two states (Delaware and Louisiana); serving as the superintendent of schools for five school districts (urban and suburban) in three states ranging in enrollments from 8,000-125,000 students; and, recently completing an eight month interim stint serving as the Senior Deputy Superintendent/Chief Academic Officer for the 720,000 student Los Angeles Unified School District. In addition, I have served at the school level as a principal and teacher.

My recent experience in Los Angeles has rekindled my professional desire to lead/administer a school district as the final chapter to my career. Serving as the superintendent of the Pinellas County Schools would be an honor and professionally/personally fulfilling at this point in my life, especially as I have been a Florida resident for many years and would like to bring my national experience to my home state. Bringing my experience and broad perspective to the Board, providing the strategic vision and daily leadership/administration to the district and schools in order for the district to reach a higher level of performance would be a privilege.

Please find attached a copy of my resume, accomplishments in each position that I have held, my bibliography, and list of honors.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Robert E. Schiller". The signature is written in a cursive style with a long, sweeping underline.

Robert E. Schiller Ed. D

ROBERT EVERETT SCHILLER
r.schiller@netzero.com

7186 SE Bitterroot Circle
Hobe Sound, Florida

772-323-9968 (cell)
772-223-4141 (home)

EDUCATION

University of Pennsylvania: Ed.D in Organizational Leadership: minor Curriculum and Instruction .1984

University of Pennsylvania: M.S. in Curriculum and Instruction. 1984.

Rutgers University: extensive graduate work in finance, administration, curriculum and instruction. 1974-1979.

University of Mississippi: M.A. in English. 1972.

Upsala College: B.A. in Economics. 1969.

EXPERIENCE

STATE LEVEL

State Superintendent of Education, State of Illinois (President, Board of Trustees State Teacher Retirement System, Chairman of the State Teacher Certification Board). Illinois State Board of Education: 100 North First Street, Springfield, Illinois 62777-0001 and 100 West Randolph Street, Suite 14-300 Chicago, Illinois 60601-3169. July 2002-October 2004. 2,400,000 public and non-public students, 888 local districts, 45 Regional Offices, 4290 public and 1391 non public schools, \$8 billion state budget.

State Superintendent of Public Instruction (Chairman of the State Board of Education, Chairman of the State Board for Community Colleges, Chairman of the State Interagency Coordinating Council; Chairman of the Michigan Higher Education Assistance Authority; Chairman of the Michigan State Teachers Retirement System; State of Michigan Administrative Officer): State of Michigan. Department of Education. Box 30008, Lansing, Michigan 48909. 1991-1996. 1,800,000 students, 560 local districts, 57 Intermediate districts, 3500 schools, \$10.5 billion k-12 state budget \$855 million MDE budget. 29 Community Colleges, 15 Public Universities, 55 Private Colleges, \$2.5 billion loan and scholarship portfolio.

State Deputy Superintendent (Curriculum and Instruction) of Public Instruction: State of Delaware. Department of Public Instruction, Townsend Building, Dover, Delaware. November 1989-November 1991. 100,000 students, \$434 million state budget.

State Deputy Superintendent of Education: State of Louisiana. Department of Education, Baton Rouge, Louisiana. August 1988-November 1989. 800,000 students, \$1.4 billion state budget.

ELEMENTARY AND SECONDARY LEVEL

Senior Deputy Superintendent, Chief Academic Officer (Interim), Los Angeles Unified School District, 333 So. Beaudry Avenue, Los Angeles, CA. September 2007-April 2008. 720,000 students, 920 schools. 77,000 employees, \$6.5 billion budget.

Superintendent: Caddo Parish Public School District, 1961 Midway Street, PO Box 32000, Shreveport, Louisiana 71130-2000, 318-603-7106, 1999- July, 2002. 48,000 students, 6,900 employees, \$360mm budget, 77 facilities, (Magnet, neighborhood, and alternative schools), Eight (8) National Blue Ribbon Schools, and the three (3) top-rated schools in State of Louisiana.

Chief Executive Officer, Chief Academic Officer and Chief Financial Officer (Interim), Baltimore City Public Schools, 200 East North Avenue, Baltimore Maryland 21202. May 1997-August 1998. 109,000 students, 12,000 employees, \$900mm budget, 200 facilities.

Superintendent: Bloomfield City School District, Bloomfield, Essex County, New Jersey. February 1987-August 1988.

Superintendent: Bridgewater-Raritan Regional School District, Martinsville, Somerset County, New Jersey. June 1984-February 1987.

Superintendent: Southern Ocean County Regional School District, Long Beach Island-Manahawkin, New Jersey. June 1981-June 1984.

Assistant Superintendent of Schools: Englewood City School District, Englewood, Bergen County, New Jersey. July 1980-June 1981.

Principal: Watchung Hills Regional High School District, Warren, Somerset County, New Jersey. May 1978-June 1980. Vice Principal, 1976-May 1978.

Teacher of English. West Morris Regional School District: Chester, Morris County New Jersey, February 1971-June 1976.

Teacher of English. High Bridge School District: High Bridge, Hunterdon County, New Jersey, February 1971-June 1976. Interrupted by military service active duty.

HIGHER EDUCATION LEVEL:

Chairman of the State Board of Education; Chairman of the State Board for Community Colleges; Chairman of the Michigan Higher Education Assistance Authority, State of Michigan. 1991-1996. 29 Community Colleges, 15 Public Universities, 55 Private Colleges, \$2.5 billion loan and scholarship portfolio.

Director, Department of Education and Behavioral Sciences, and Professor of Education. Farquhar Center for Undergraduate Studies, Nova Southeastern University, 3301 College Avenue, Ft. Lauderdale, Florida 33314. June 1996-June 1997. 2000 students, 35,000 credit hours, \$8.1 million budget.

Adjunct Professor: Michigan State University, University of Michigan, Southeastern Louisiana University, University of Illinois, Indian River Community College 1989-2003.

Visiting Professor: University of Illinois - Springfield, College of Education and Human Services, One University Plaza, Springfield, Illinois 62703. October 2004-2006.

CONSULTING:

RES and Associates: Provide client services in the specialties of: state and school district governmental relations; strategic planning; state and district finance studies; organizational analysis and development; research studies, curricula/programmatic/fiscal audits. (client list available upon request). December 2006-present.

Director of Consulting Services: Education Services Division MAXIMUS, Inc. 11419 Sunset Hills Road, Reston, Virginia 20190. October 2005-December 2006.

Director of State Governmental Relations: The American Board for Certification of Teacher Excellence. 1225 19th street NW, Suite 400, Washington D.C. 20036. November 2004-October 2005.

PERSONAL:

Excellent health and physical condition: 6'2", 198 lbs. Married in 1971. Born February 4, 1947. Served in Army National Guard/Reserves 1969-1976.

ACCOMPLISHMENTS

STATE LEVEL

State Superintendent of Education, State of Illinois

State assessments climbed to record highs: ISAT, PSAE, IAA, IMAGE, SAT, ACT, and AP exams. For five consecutive years the math scores at all grade levels increased; the SAT scores are 77 points higher than the national average, 100% of high school juniors take ACT tests and scores have increased each year (20.3 composite in 2004; 73,000 AP exams taken with average score 3.29 (National average is 2.95). These increases also evidence the closing of the achievement gaps for Hispanic, African-American, limited English speaking, special education and economically disadvantaged children.

Increased state graduation and attendance rates for regular and special education students and lowered drop out rates each year.

Received an "A-" grade for the Accountability, Assessments and Standards in Education Week's Quality Counts annual report. Illinois moved from a B- in 2002 to A- in (2003.)

Received an "A" rating for the Illinois Early Learning Standards in a national study of state early childhood content standards by a research team at Georgetown University.

Designed and disseminated state assessment and curricula frameworks, grade by grade, in math, science, reading, and writing which are integrated with statewide assessment and professional development reforms and programs.

In collaboration with a taskforce of education organizations and school districts, developed Standards Implementation Rubrics for seven dimensions: affective responses, district infrastructure, professional development, curriculum development, instruction, student learning and assessment, and community awareness. These rubrics provide a clear definition of what schools/educators/ and communities should know and be able to do in order to effectively implement the Illinois Learning Standards.

In collaboration with the Wisconsin, Delaware and Arkansas (WIDA) consortium, assisted in the design and implementation of the English Language Proficiency standards for limited English speaking students.

Created and published Illinois' School Profile and Report Cards for 2002 and 2003 along with the Academic Warning and Watch Lists.

Designed and implemented a statewide, integrated school accountability system of evaluation, assessment, annual reporting, and sanctions: guided policy initiative into state legislation to align with NCLB requirements.

Redesigned statewide assessment program to implement performance/authentic assessment components in math, science, reading, writing, and social studies and bring it into compliance with requirements of NCLB.

Created and published Illinois' Condition of Education Reports for 2002 and 2003.

In collaboration with the Nonpublic School Recognition Advisory Committee, revised the *Policies and Guidelines for the Recognition of Nonpublic Elementary and Secondary Schools* to include an alternative option for the recognition of nonpublic schools in the State of Illinois.

Illinois was among the six states asked to lead the first phase of the Following the Leaders project designed to increase student achievement and the quality of public education in America.

Developed Illinois criteria for identifying "highly qualified" teachers and "qualified" paraprofessionals consistent with NCLB.

Illinois was the only state to receive an "A" from the National Council on Teacher Quality for the Illinois standards for high quality veteran teachers

| Developed standards based state teacher certification competency tests in 63 areas of subject matter and professional teaching.

Created the Online Teacher Information System (OTIS) and the online Certificate Renewal Tracking System (CERTS) to improve customer service and reduce paperwork burden.

Received national recognition for innovative approaches to the Troops to Teachers program from the National Director of Troops to Teacher (TTT). Those efforts were spotlighted at two national TTT conferences and utilized as a national model.

Received a two year Wallace Foundation State Action for Education Leadership Project (SAELP) grant.

Transformed the state's teacher certification system, raising expectations of quality and aligning requirements with Illinois standards, the No Child Left behind Act and changes in state law.

Made opportunities for professional growth available through implementation of the redesigned Administrator's Academy; developed systems to implement the new certificate renewal requirements for administrators and the requirements for standard certificate eligibility.

Successfully sought legislative changes that will significantly streamline the certificate renewal system for teachers and administrators, create additional options for standard certificate eligibility and resolve serious problems in current laws.

Aligned Illinois' schedule for accreditation of teacher preparation programs with NCATE's new seven-year cycle; streamlined procedures and paperwork.

Created the International Visiting Teachers Certificate to facilitate recruitment and employment of international teachers by Illinois school districts.

Illinois was one of the top ten states in the nation for the number of national certificates issued in 2002.

With a total of 569 National Board Certified Teachers (NBCTs), Illinois ranks ninth among the states.

Garnered funds to complete the first comprehensive study of special education data in the history of Illinois. The study resulted in the implementation of recommendations for improvement to special education data and quality improvements in the support and services for all infants, toddlers, and students with disabilities in Illinois.

Surveyed parents for the first time to gain data on parental satisfaction with special education services. Also sought proposals to establish first statewide system of parent mentors and Statewide Technical Assistance Center for parents of students with disabilities.

Significantly increased monitoring of special education through the Office of Special Education Programs (OSEP) by successfully completing 260 monitoring compliance visits to ensure that all students with disabilities receive a high quality education in the most least restrictive environment possible.

Received recognition as one of the top three states in the nation in state funded Pre-K program quality in a study conducted by the National Institute for Early Education Research.

Created a 10 year State Strategic Education Plan and budget to ensure that all Illinois students develop the knowledge and skills necessary for success in the 21st Century.

Established a Statewide System of Support for all schools not making AYP and on Academic Watch List.

Joined the *High Schools That Work* consortium to implement a whole-school improvement framework designed to increase academic competency of students in mathematics, science and communications.

Illinois Virtual High School enrollment has continued to triple in size in each of the last four years. Over 100 courses are now offered.

Applied for and received a \$765K federal breakfast startup grant - schools with high levels of free and reduced-price students are eligible for a \$2,700 grant to start a breakfast program.

Successfully implemented all NCLB requirements statewide: Supplemental Services, Choice, and System of Support for schools not making AYP, and Highly Qualified Teacher standards.

In collaboration with school districts and supplemental service providers, developed the standard and technique for monitoring the quality and effectiveness of supplemental education service

| Expanded services to homeless students by consolidating the 20 local and regional Homeless Education

In collaboration with Northern Illinois University (NIU) designed and implemented Spotlight School Recognition Award Program for schools that have achieved high academic performance in an environment in which a majority of students come from low-income families.

Recognized 100 schools for continuous academic improvement as part of the Academic Improvement Awards that was done in conjunction with NIU

| Expanded early childhood education for 8,000 additional students and expanded the providers to include not-for-profit centers.

Received a Building for the Future Award from the United States Department of Agriculture for designing an Innovative Training and Technical Assistance Program for the Child and Adult Care Food Program New Sponsor Trainings.

Awarded grants to ten partnerships to implement the Illinois Math/Science Partnership program from the federal government. These partnerships are located in all areas of the state and will reach approximately 1000 teachers.

In cooperation with NIU created the Illinois Interactive Report Card which builds on and complements the annual school report cards

Designed and implemented an interactive statewide electronic (E-Grant) grant application/management system which provides a consistent, streamlined application process for all grant programs.

Assisted districts in developing and implementing an electronic Public School Calendar available for use by all school districts, regional safe schools, laboratory schools, intermediate service centers and special education cooperatives.

Finalized preparations to build a Statewide Student Information System that provides each student with a unique identifier.

Created and implemented a 5 year (2002-2007) State Technology Plan which is to set a course for the convergence of technology literacy, higher-order thinking, 21st Century skills, and academic standards for Illinois students.

Created and implemented an online local school district technology planning system, which 275 districts are now using in the first year of operation.

Created and implemented the web-based Child Nutrition Application and Claim Entry System (ACES) to reduce paperwork burden and increase processing of claims and applications.

Implemented a Storage Area Network that provides greater security and reliability in the retrieval and dissemination of data and the operation of the agency's network.

Expanded fiscal accountability by establishing the External Assurance Division to consolidate the fiscal and program compliance monitoring function to redirect the efforts of the program staff on technical assistance and evaluation of program outcomes.

Garnered \$40 million in federal earmarks for districts and the state in 2002-2004.

Developed and published Illinois' District Financial Profiles (2002-2004) with input from several groups, including the Illinois Association of School Administrators, Illinois Association of School Boards, Illinois Association of School Business Officials, School Management Alliance, Large Unit District Association, Ed-Red, Chicago Public Schools, and Illinois Financial Advisory Committee. This new financial reporting system was designed to provide the public a more accurate picture of school district finances.

Significantly reduced a burden on schools by eliminating state quarterly expenditure reports and establishing one fiscal year end report.

Consolidated six state career & technical education funding streams into a single grant application to enhance local flexibility and reduce paperwork.

Implemented the certification process for school districts in financial difficulty in accordance with 1A-8 of the Illinois School Code.

Established School Finance Authorities for the Hazel Crest School District #152.5 and Round Lake School District #116 to provide a secure financial basis for the continued financial and educational operation of the public schools.

Established Financial Oversight Panels for Cairo School District, Livingston School District, and Venice School District to assist these districts in obtaining sound financial management to assure the continued availability of educational opportunities.

Ensured that Illinois received over \$330 million in funds through the Individuals with Disabilities Education Act.

Raised awareness of the ongoing statewide capital and health/life safety needs of school districts by developing the Capital Needs Assessment Survey.

Developed and maintained the Feasibilities Studies that allow school districts access to funds to conduct a study to determine the feasibility of their school districts reorganizing.

Assisted school districts in financial difficulty through the Regional Financial Consultants who offer one-to-one technical assistance to school districts in need of financial improvements.

As Chairman of the State Teacher Retirement System, revamped the investment policy and guided organization to an increase of over \$6Billion in assets in 2003-2004 with the highest return on investments for a public retirement system in the nation with assets over \$20Bil; 29.2% return for year ending 2/29/04

State Superintendent of Public Instruction: State of Michigan.

Redefined the role of the State Superintendent to be the state's educational leader and speaker for education reform, high expectations, standards and accountability, and financial equity

During my tenure, the results on the state assessment program (MEAP), the SAT, and ACT climbed to their highest level in Michigan's history for all students, particularly for black and economically disadvantaged children

Designed School Quality Reform Agenda, which served to structure the 1994 School Code. Over 95% of the agenda was incorporated into the school code and implemented one of the most comprehensive and sweeping systemic reform programs in the nation by restructuring entire state educational system, improving teaching and learning in the schools throughout the state, and implementing a high degree of accountability in the system for the first time in the state's history.

Developed School Finance Reform principles, approved by SBE, upon which the 1994 School Aid Reform Act was based: radically transformed the revenue and distribution system in making the funding of our entire educational system more equitable: increased the state's share of funding the elementary and secondary schools from 34% to 80% in one year; reduced property taxes by 2/3rds; Reduced inequities among school districts, created a per pupil foundation grant, and eliminated a multitude of categorical funding programs

Established a statewide high profile in the field with an average of two days of visits per week to school districts and classrooms. Established a high media profile with numerous television and radio interviews, frequent publications in journals, magazines, and newspapers and representation at highest level of statewide professional and social functions

Established high public speaking profile with multiple appearances of national network and cable television and extensive public speaking engagements at corporate functions, civic meetings, professional conferences, and for the statewide school finance ballot campaigns

- Developed essential relationships and linkages with the leadership in our higher education and business communities to assure the support and success of our systemic reform initiatives
- Established education as a key member of the state's multiage cabinet (public health, mental health, social services, and services to the aging) and implemented extensive interagency initiatives to improve the quality of life for Michigan's citizens
- Established a high profile and level of credibility with the Michigan Legislature and frequently testified/presented to subcommittees and caucuses
- Reconnected pre-k-grades 12 educational communities with postsecondary community of community colleges, 4-year colleges and universities by means of cementing relationships with university and college presidents, academic officers, and deans
- Established high credibility with state's labor organizations and extensive lobby corps
- Reformed the state teacher tenure and evaluation system: guided policy initiative into state legislation to reform tenure act
- Designed and implemented a statewide, integrated school accountability system of evaluation, assessment, annual reporting, and sanctions: guided policy initiative into state legislation known as Michigan's Summary Accreditation Program
- Designed and promulgated state assessment and curricula frameworks in math, science, reading, and writing which are integrated with statewide assessment and professional development reforms and programs
- Created a Michigan High School Proficiency Test to be used for diploma endorsements in reading, writing, math, and science
- Redesigned statewide assessment program to implement performance/authentic assessment components in math, science, reading, writing, and social studies
- Created a program of assessment leading to endorsements of advanced course proficiencies
- Implemented a state teacher competency testing system in 72 areas of certification
- Assisted with the design and state legislation creating Charter Schools: Determined which or the new charter schools would receive per pupil funding
- Developed and implemented an alternative route for teacher certification in conjunction with state universities
- Created and published Michigan's Statewide Technology Strategic Plan 1992
- Created and published Michigan's Condition of Education Report 1992

Created and published Michigan's Reflections on Condition of Education Report 1993

Created and published Michigan's School Profile and Report Cards 1993-1995

Created and published Michigan's Education and National Goals Report 1993-94

Reorganized a stagnant SDE and transformed it into a dynamic state agency founded on principles of Total Quality Management and cross function action teams. Implemented a semi-annual SBE focus goal reporting system to align work of MDE to SBE's policy and initiative agenda

Restructured SBE meetings and agenda to have the SBE become policy and outcomes focused

Transformed the MDE computer system from a mainframe to a client/server LAN system linking all Intermediate School Districts

Created and implemented an early elementary school multi-age, continuous progress, child-learner-centered initiative: guided initiative into state legislation and a \$300,000 state grant program

Created and implemented statewide systemic professional development policy: guided policy into state legislation

Implemented a statewide Special Education Task Force's recommendations to restructure all administrative rules, funding, and programs affecting pre-k through age 26 special need students in an effort to be holistic, connected to overall education restructuring, integrated and less fragmented

State Deputy Superintendent of Public Instruction: State of Delaware.

Developed an articulated system of state goals, initiatives, and outcomes-based indicators that serve as the state's strategic education plan for the 1990s: implemented a strategic planning process for all school districts

Spearheaded the state's systemic change initiative to promote restructuring by means of middle level education changes (Carnegie grant), statewide assessment and curricular changes in math and science (NSF grant), statewide early childhood initiative, and within the conceptual framework of the principles guiding Re: Learning

Created the framework and focus for policy development that led to the State Board of Education adoption of the following policies: middle level education, multicultural education, strategic planning, curriculum, teacher and administrator appraisal, counseling, alcohol and substance abuse, health and family life education, certification, and early childhood education

Established a professional standards council to guide all revisions to certification, alternate

routes to certification, performance assessment, and related issues

Developed and implemented a revised school review and improvement process that shifts the major focus to local school capacity building and a differential application of resources of the DPI

Reconceptualized the redesign of the organization of the Department of Public Instruction as well as the performance evaluation system for all employees: reinvigorated the Department of Public Instruction to be proactive, focused, research based, assistance oriented and highly productive

Forged state public and private multiage collaborations to provide comprehensive services for children (ages 0-5) and families

Restructured the monitoring process for all proprietary schools

State Deputy Superintendent of Education: State of Louisiana.

Supported the leadership of the first appointed state superintendent of education and managed all state reform efforts, including statewide teacher evaluation system, statewide criterion referenced assessment program, statewide compensatory education program, statewide school accountability, evaluation and improvement process, statewide process approach to writing program, overhauling certification standards, among others

Served as chief operating officer of the Department of Education and responsible for daily operations of 1100 employees

Authored the Louisiana Master Plan for Education

Served as the interactive point person for the Department of Education with the state legislature and State Board of Elementary and Secondary Education

Revised and upgraded state certification program including unique alternative certification options

Redesigned the state's vocational education curriculum and program impacting 94 vocational schools

Developed and administered the state education budget of \$1.4 billion

Redesigned the state Administrators Leadership Academy and training program for all school administrators

Developed and implemented a statewide school and district interactive computer management system

Designed and implemented a statewide extended school year and basic skills enhancement program

Revised all SBESE and Department of Education appeals, waivers and hearings procedures

Prepared all agenda and materials for the SBESE meetings, presided at all SBESE committee meetings, and substituted for the state superintendent as needed

Developed and implemented the long-distance learning (Star Schools) Initiative that reached the highest number of students in the nation

Served on the Board of Directors for the Louisiana Public Television and Educational Television Commission

DISTRICT LEVEL

Senior Deputy Superintendent of Schools/Chief Academic Officer (Interim): Los Angeles Unified School District, Los Angeles, California

Designed and Implemented a Strategic Plan for High Priority Secondary Schools (110,000 students)

Designed and Implemented Corrective Action Plan for District: approved by California State Board of Education (March 2008)

Designed Vision 2012 to guide restructuring of Los Angeles School District

Implemented required core curriculum, periodic assessments, concept lessons, and standardized textbooks and materials for all secondary (grades 6-12) schools

Designed and Implemented school based consolidated planning process for all secondary schools

Developed and implemented a Strategic Plan for Collaborative School Leadership Training and Development that is integrated, site-based, job embedded and systemic

Designed and implemented a reorganization of central offices: reduced staffing by 40%

Reviewed/evaluated all secondary mathematics textbooks and recommended new adoption: resulted in the LAUSD Board of Education math textbook adoption/approval

Coordinated CA SDE audit of all state and federal categorical programs resulting in no citations and multiple commendations

Coordinated the implementation of the Innovation Division and all partners

Superintendent of Schools: Shreveport, Caddo Parish, Louisiana

Raised student achievement on Louisiana State assessment program, ITBS, ACT, SAT, and DRA to district's highest levels and exceeded state and reference district levels

Designed and implemented a Strategic Plan for years 2000-2005 that included building a new school, adjustments in attendance boundaries, closings of two schools, creation of magnet, professional development schools with three universities, and alternative schools, educational enhancements to meet all Consent Decree requirements

Designed a Master Plan for 1999-2001 that accomplished 82 measurable objectives to assure implementation of the District's 5 goals

Raised levels of accountability throughout district: Assured efficiency, effectiveness, and attention to detail. Transformed the culture of the institution to become results-centered and proactive

Designed and implemented a data-driven, research-based education system

Expanded family, school, and community connections

In partnership with Educational Alliance of Greater Shreveport, designed and implemented a Leadership and Management Institute and extensive training program for all individuals with supervisory responsibilities

Revised evaluative criteria, standards, and expectations: Designed and implemented the performance based evaluation and compensation system for all administrators and at one school for all staff

Evaluated needs, analyzed options, and selected a new management information system for finance, personnel, materials management, facilities, and student information

Developed a strategic Plan for Professional Training and Development that is integrated, site-based, job embedded and systemic

Analyzed district curriculum, conducted an audit of gaps that exist between curricula, national and state standards: Developed new content standards for English, math, science, social studies, and all elementary curricula. Disseminated totally revised curricula to teachers and community

Assured vertical (grade to grade) and horizontal (among grades and schools) curricular continuity and articulation with revised scope and sequence, content standards, and 9 week benchmark assessments at all grade levels in all core subjects

Created an instructional focus for upper elementary grades that is centered on problem solving, writing, analysis, synthesis, and application

Implemented middle school programs at all middle school locations previously using junior high school curricula and programs (18 sites)

Increased district share of revenues in categorical fund programs, grant awards, and Medicaid billings

Redirected administrative support functions to be school and client centered

Designed and implemented a strategy to improve the lowest performing schools, meet the needs of at-risk students, decrease the drop out rate, and reverse the attendance rates of selected schools

Maintained a high level of visibility and credibility in the schools, community (Caddo Parish and City of Shreveport), Chamber of Commerce, corporate partners, the media, and Legislature

Raised level of Fund Balance to highest level in district's history (increased by 33% in 2 years) and received highest Moody's bond rating for a Louisiana School District

Interim Chief Executive Officer: Baltimore City, Maryland, School System

Successfully met all statutory deadlines and requirements of Senate Bill 795 and implemented all necessary actions—administrative, personnel, financial, legal—to separate the school system from being a City of Baltimore department/agency and to become an independent school district

Established and implemented a reform agenda to turnaround a failing educational system, one in financial deficit, and to change the culture of the system by transforming a politically driven, stagnant system into a professional, dynamic organization

Created and implemented a state approved Strategic Master Plan for years 1998-2002. Accessed additional \$50million in state funds for each year (total \$250mm) as a result of gaining approval by the State of Maryland

Created and implemented a state approved Transition Plan for years 1997-1998. Accessed additional \$30million in state funds for 1997-1998 as a result of gaining approval by the State of Maryland

Developed a state approved strategic plan for 78 schools identified as Reconstitution

Eligible Schools. Secured additional \$10.1 mm in state funds to assist the schools. Implemented reconstitution of 78 schools.

Served as Financial Officer as well as Academic Officer from June 1997-January 1998 in addition to duties as Chief Executive Officer while conducting national searches to fill the positions

Identified an inherited shortfall of \$24.7mm in FY97; closed the books with a balanced FY97 budget; analyzed deficit in FY98 budget and quantified unfunded items, closed the deficit of \$12.2mm with a closing balance of \$2mm. Constructed a balanced, zero-based budget of \$759mm for FY99

Raised student achievement on Maryland MSPAP assessment program to district's highest level since inception of state assessment in 1993. Total Composite index increased 17% in one year, from 13.9 to 16.3. Reading (grade 3) increased by 41 % (11.8 to 17.2); math (grade 3) by 22% (10.8 to 13.2). All other grades and disciplines tested show same type of increases.

Raised district attendance in all grades to highest point in district's history and lowered district drop out rate to its lowest point in district's history 10.5 % (decrease of 20% from 13.4 to 10.4)

Assisted the newly appointed nine School Board Commissioners and one Student Commissioner with their efforts to develop into a fully functioning board

Maintained a high level of visibility and credibility in the schools, City of Baltimore, with the media. Legislature, and throughout state of Maryland: Worked collaboratively with all members of the city-state partnership overseeing the reform of the Baltimore City Schools—Governor, Legislature, State Superintendent, Mayor's critical cabinet

Designed and implemented the performance based evaluation system for all teachers and administrators (Has been adopted by other urban school systems)

Evaluated and replaced 72 out of 183 principals; 29 of 35 central office directors

Generated revenues of \$24mm in third party Medicaid billings; an increase of \$9mm from FY97

Generated \$11.5mm savings in health benefits: \$46mm savings over four years

Evaluated needs, analyzed options, and selected a new management information system for finance, personnel, materials management, facilities, and student information

Completed a comprehensive facilities assessment of all schools (183) and facilities (17) in district: identified a \$500mm capital needs program

Secured additional commitment of \$40mm for capital projects in FY98

Initiated very successful, nationwide teacher recruitment campaign with relocation incentives. Established highest rate of filling all teacher positions in district's history. Recruited and hired 2100 new teachers for 1997-98 and 1998-99 school years:
Reduced class sizes in all elementary schools grades 1-3 from 30:1 to 19:1

Developed content standards for English, math, science, social studies, and all elementary curricula. Disseminated totally revised curricula to 7500 teachers
Implemented district wide curricula: language arts/reading program for all elementary (phonics based) and middle schools; selected and ordered materials in excess of \$10mm; selected and implemented district wide materials for all English, algebra, geometry, biology and government courses in secondary schools

Developed a new strategic plan for the Baltimore Urban Systemic Initiative (NSF sponsored); recovered \$2.9mm in funding

Developed a strategic Plan for Professional Training and Development: Trained four thousand teachers and five hundred administrators in teaching of reading techniques for one week during summer of 1998 and established additional training of four hours per month for all teachers

Implemented a portfolio assessment system for all teachers

Implemented the consent decree required Special Education Long Term Compliance Plan to comply with state and federal regulations

Implemented inclusive education training for all relevant professional and support staff

Declassified 1273 students who no longer required special education services

Implemented with a 99% accuracy level, a special education tracking system-covering 19,000 classified students

Reduced the amount of fines assessed district for noncompliance of special education services from over \$10,000 per month (in excess of \$100,000 total) prior to my arrival to less than \$1000 total in FY98

Designed and implemented nine elementary, middle, and one high school charter schools (new and conversion) with non-profit organizations and foundations; these are the first such schools in State of Maryland

Implemented a diagnostic assessment (pre and post) for all elementary school students

Presented to Maryland State Legislature and State Board of Education lengthy presentations and updates of the state of school system and status of reforms

Completed construction of one new school, twenty-four major facility renovation projects; completed certification of all boilers. Closed one school, created a new high school, and changed school attendance zones.

Computerized and consolidated routing for all student transportation routes; staggered all schools opening and closing schedules at savings of \$2.2mm

Consolidated all vendors and contracts; developed master agreements

Established internal audit department, which generated more than 85 school activity and management audits in less than seven months

Built in-house and installed 635 PCs for schools' administrative use

Completed wiring of 155 schools for technology and Internet access

Consolidated existing district open architectural technology system into a Microsoft Windows NT Domain

Implemented new e-mail system for 1000 district users

Selected and installed new network operating system

Negotiated new contracts with all non-professional (4) unions at compensation levels equal to or less than prevailing City of Baltimore contract settlements. Negotiated new contracts with Teacher and Administrator unions with major union concessions (longer workday and year) as well as reconstructed teacher salary guide to provide highly competitive salaries for newly hired employees on first six steps

Implemented a strong safety initiative which resulted in a 10% decrease in reported crime and a 45% decrease in high school student arrests

Implemented criminal background checks for 12,500 employees for the first time in district's history

Superintendent of Schools: Bloomfield City School District, Bloomfield, and Essex County, New Jersey.

Revitalized urban school district: raised morale level of district and city; restored confidence in schools and programs, raised expectation levels, upgraded student outcomes

Forged enhanced, collaborative relationships between local government officials and the school district

Provided leadership that lead to cooperation and consistency of a previously fractioned board of education and fractured community

Raised student achievement on state assessments and SATs to highest level in district's history

Implemented district training program for potential administrators

Implemented middle level education program

Managed extensive district building reorganization, renovation, conversion, and disposition of facilities

Implemented computer-assisted instruction at all levels

Implemented all-day kindergarten and preschool programs

Superintendent of Schools: Bridgewater-Raritan Regional School District, Martinsville, Somerset County, New Jersey.

Introduced performance-based evaluation and salary program for district administrators

Managed reorganization of district: consolidated schools, altered grade patterns, created middle schools, sold unneeded facilities, managed major renovation of existing facilities

Guided revision and authoring of new district policies

Revised academic program with accent on process approach to writing, computer assisted instruction, outcome results orientation

Raised district's student test scores on SATs and state assessment to highest levels in district's history

Represented board of education for all employee collective bargaining and contract administration

Superintendent of Schools: Southern Ocean County Regional School District, Long Beach Island-Manahawkin, New Jersey.

Restructured district to achieve New Jersey state full accreditation and approval: reinvigorated staff and enhanced district morale

Guided construction of new and renovation of existing buildings, athletic facilities, and property acquisition to accommodate rapid growth, facilities expansion, and program revision

Represented board of education for all employee collective bargaining and contract

administration

Implemented computer-assisted instruction laboratories and computerized support services for the district

Implemented process approach to writing program which raised district's student test scores

Raised student achievement on SATs and state assessment program to highest levels in district's history

HONORS AND RECOGNITIONS

Teachers Retirement System of the State of Illinois Award for Outstanding Service as Chairman 2002-2004 (January 2005)

Chief State School Officers Recognition Award for Distinguished Service to the State of Illinois (January 2005)

Illinois Parents Teachers Association Award for Service and Dedication to State PTAs (May 2004)

Beijing Municipal Education Commission for Recognition of Partnership in Global Education (March 2004)

Illinois Career and Technical Education Association Award in Recognition for Leadership of Career Technical Education in State of Illinois (April, 2004)

Kohl McCormick Early Childhood Education Foundation Award in Recognition for Leadership of Early Childhood Education in Illinois (July 2003)

Teach for America Award for Recognition of Educational Leadership of State of Illinois (February 2003)

Chicago Southland Chamber of Commerce Award for Recognition of Outstanding Support for Education in Illinois (September 2003)

Caddo Parish Federation of Teachers and Support Personnel Award in Honor of Dedication to Public Education in Caddo Parish (July 2002)

Senior Citizens of Caddo Parish Award for Outstanding Community Service to Senior Citizens of Shreveport (2002)

City of Shreveport Proclamation for recognition of commitment, dedication, and outstanding leadership to Caddo Parish Schools (2002)

National School Boards Association Magna Award for a District Accountability and Reporting System (2002)

Caddo Parish Parents and Teachers Association Award for Outstanding Service to Children and Community (2001)

Champion for Children's Award, Baltimore Fund for Educational Excellence and the Greater Baltimore Committee (1998)

Maryland Congress of Parents and Teachers Award for Outstanding Service to Children and Youth (1998)

Baltimore City Council Proclamation Honoring for Outstanding Leadership (1998)

Maryland State Department of Education Resolution for Distinguished Leadership (1998)

The Maryland Press Club Distinguished Service Award (1997)

Phi Delta Kappa Distinguished Service to Education Recognition Award (1997)

Chief State School Officers Recognition Award (1995)

Point of Excellence Award presented by Kappa Delta Pi (1993)

Michigan School Business Officials Recognition Award (1993)

State of Michigan Commission on Spanish Speaking Affairs Honoring Robert E. Schiller for Distinguished Service (1992)

State of Delaware Order of Excellence for Exemplary Service and Distinctive Contributions (1990)

State of Louisiana Governor's Proclamation for Outstanding Service (1989)

National Association of State Councils on Vocational Education and the National Alliance of Business Commendation for Exemplary Achievement in strengthening the nation's Vocational Technical Education Programs (1988)

Bridgewater-Raritan Regional School District Parent Teacher Organization's Award in Recognition of Outstanding Achievements (1986)

Southern Regional School District Board of Education's Recognition for Dedicated Service (1984)

U. S. Army Award for Outstanding Service as a High School Principal (1980)

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Schiller, Robert E. "Restoration Projects Need Support." The School Administrator, Vol. 40, No. 11 (December, 1983), p. 30.

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Schiller, Robert E. "Leading and Managing for Higher Results." Keynote Presentation at the MAXIMUS Executive Summer Institute July 30, 2006. Atlanta, Georgia.

Schiller, Robert E. "Large Scale Assessment: The Illinois Experience." Presentation at ACT's Education Symposium. August 6, 2004. Denver, Colorado.

Schiller, Robert E. "Curriculum Frameworks and Statewide Assessments: Planning for 2006." August 1, 2004. Illinois ASCD Leadership Institute, Galena, Illinois.

Schiller, Robert E. "Illinois State Budget for Non profits: What You Need to Know." Presentation at the Center for Tax and Budget Accountability Donors Forum. July 27, 2004. Chicago, Illinois.

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3, 2004, Eureka, Illinois.

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Schiller, Robert E. "City-State Partnership: Takeover or Local Control?" Presentation to the Johns Hopkins University chapter of Phi Delta Kappa, November, 1997.

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Schiller, Robert E. "Accountable Administrators Assuring Achievement", Keynote Address at PSASA Annual Fall Conference. October, 1997.

Schiller, Robert E. "Schools and the Media: Forging a Partnership", Maryland Press Club. November, 1997.

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Schiller, Robert E. "State Education Finance Reforms in 1996: What Have We Learned? What Can We Do?" Invited paper and Presentation to National Association of State Boards of Education, Summer Regional Conference. Chicago, June 1996.

Schiller, Robert E. "The State of Washington's Unified State Education Plan: An Analysis. Presented to the Office of the Governor, State Legislative Leadership, State Board of Education, and State Superintendent of Public Instruction in the State of Washington, and report presented to Secretary of Education Richard Riley. June 1996.

Schiller, Robert E. "The State of West Virginia's Unified State Education Plan: An Analysis." Presented to the Office of the Governor, State Legislative Leadership, State Board of Education, and State Superintendent of Public Instruction in the State of West Virginia, and report presented to Secretary of Education Richard Riley. January 1996.